

1. BASIC INFORMATION

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| Course | Life Span Developmental Psychology |
| Degree program | Grado en Psicología |
| School | Escuela de Ciencias Biomédicas y de la Salud |
| Year | Third |
| ECTS | 6 ECTS |
| Credit type | Compulsory |
| Language(s) | English |
| Delivery mode | Face to face |
| Semester | First semester |
| Academic year | 2020/2021 |
| Coordinating professor | Rosa M ^a Rodríguez |

2. PRESENTATION

“Life-span developmental psychology” is a subject of the Degree in Psychology, with 6 ECTS. It is a compulsory subject.

This is a first-semester freshman psychology course which covers a variety of fundamental topics about the way people grow and change during the entire life cycle. The subject studies the principles of how people develop across the life span. That includes the different dimensions (biological, cognitive and socioemotional) and the plasticity principle. From conception to death, physical, cognitive, and socioemotional development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies (QF-EHEA):

- CBM1: Students should be able to demonstrate knowledge and understanding in an area of study that has its basis in general secondary education, and that, whilst supported by advanced textbooks, also includes some aspects that entail an acquaintance with the latest developments in their field of study.
- CBM2: Students should be able to apply their knowledge to their work or vocation in a professional way, and should possess the competencies that are usually demonstrated when preparing and defending arguments and resolving problems in their area of study.
- CBM3: Students should be able to gather and interpret relevant data (usually in their area of study) to make judgments that involve considering important social, scientific or ethical issues.
- CBM4: Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

- CBM5: Students should have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Core competencies (Psychology):

- CBPS1: Knowing the functions, characteristics and limitations of different theoretical models of Psychology in the field of Health Psychology.
- CBPS2: Knowing the basic laws of different psychological processes in the field of Health Psychology.
- CBPS3: Knowing the processes and main stages of psychological development during the life cycle in its aspects of normality and abnormality in the field of Health Psychology.
- CBPS4: Knowing the biological bases of human behavior and of psychological functions.
- CBPS9: Knowing the different fields of application of Psychology and having the knowledge necessary to impact and promote the quality of life of individuals, groups, communities and organizations in different contexts: education, clinical practice and public health, work and organizations, and community.

Cross Curricular Competencies:

- CT5: Capacity to apply knowledge: The ability to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.
- CT11: Planning and time management: The ability to set goals and choose the means to achieve them, using time and resources effectively.

Specific competencies:

- CE1: Knowing how to analyze needs and demands of care recipients in different contexts.
- CE2: Being able to set the goals of a psychological intervention in different contexts, proposing and negotiating the goals with care recipients and other parties concerned.
- CE3: Being able to plan and conduct an interview.
- CE4: Being able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes.
- CE5: Being able to identify differences, problems and needs.
- CE6: Being able to diagnose in accordance with the criteria of the profession
- CE11: Knowing how to analyze the context in which individual behaviors and group and organizational processes occur.
- CE15: Being able to set goals and prepare the plan for an intervention according to its purpose (prevention, treatment, rehabilitation, integration, mentoring, etc.).
- CE21: Knowing how to plan the assessment of programs and interventions.
- CE23: Being able to measure and obtain relevant data for assessing interventions.
- CE25: Knowing how to give precise and appropriate feedback to care recipients.
- CE26: Being able to prepare verbal and written reports.
- CE27: Knowing and complying with the ethical obligations of Psychology.

Learning outcomes:

Students will be able to possess knowledge of the changes of the person during all the evolutionary stages, from the perinatal stage to old age, as well as the different theoretical models that explain it.

That means that students will be able to:

- RA1: Distinguish between major theoretical perspectives in developmental psychology
- RA2: Understand physical, cognitive, and socioemotional development across the lifespan.
- RA3: Apply developmental concepts and theories to everyday relationships and situations.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

| Competencies | Learning outcomes |
|--------------|-------------------|
|--------------|-------------------|

| | |
|--|----------|
| CBM1, CBM2,; CBPS1, CBPS2, CBPS3,CBPS4, CE1, CE3, CE4, CE5, CE6, CE11, CE15, CE21, CE23, CE25, CE26 Y CE27 | RA1, RA2 |
| CBM3, CBM4,CBM5, CBPS9, CT5, CT11; CE1, CE2, CE3, CE4, CE5, CE6, CE11, CE15, CE21, CE23, CE25, CE26, CE27 | RA3 |

4. CONTENT

Unit 1: Overview of Life Span Developmental Psychology

Unit 2: Research Methods for Human Development

Unit 3: Prenatal, Childbirth and Neonatal Period

Unit 4: Human Development in Infancy and Childhood

Unit 5: Adolescent Physical and Psychosocial Development

Unit 6: Early and Middle Adulthood Physical, Cognitive and Psychosocial Development

Unit 7: Late Adulthood Physical, Cognitive and Psychosocial Development

Unit 8: Stages and Psychological Impact of Death

5. TEACHING-LEARNING METHODOLOGIES

The teaching-learning methodologies that will be used are:

- Master classes
- Cooperative learning.
- Case studies.
- Experiential activities.
- Students presentations
- Use of technological programs

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

| Learning activity | Number of hours |
|-----------------------------------|-----------------|
| AF1: Attendance to master classes | 35 h |
| AF2: Self-studying | 50 h |

| | |
|---------------------------------------|--------------|
| AF3: Experiential activities | 15 h |
| AF4: Debates | 5 h |
| AF5: Case studies | 10 h |
| AF6: Research activities | 10 h |
| AF7: Formative assessment | 5 h |
| AF8: Cooperative and group activities | 15 h |
| AF9: Academic supporting sessions | 5 h |
| TOTAL | 150 h |
| | |

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

| Assessment system | Weight |
|------------------------------------|--------|
| Exam | 50% |
| Oral presentations (Group project) | 20% |
| Portafolio | 25% |
| Debates % Foros | 5% |

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

| Assessable activities | Deadline (for weeks) |
|---------------------------|----------------------|
| Activity 1 | 2 |
| Activity 2 | 3 |
| Activity 3 | 4 |
| Activity 4 | 6 |
| Activity 5 | 7 |
| Team project oral defense | 9 |
| Activity 6 | 10 |
| Activity 7 | 14 |
| Activity 8 | 16 |
| Exam and feedback | 17 |

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate. Details for each activity and deadlines will be on the Virtual Campus.

9. BIBLIOGRAPHY

The following are useful reference books. All of them are available in the Dulce Chacón University Library for reference or for lending:

- ▶ Santrock, J. W. (2014). *Essentials of Life-Span Development*. New York: Mc.Graw-Hill
- ▶ Sigelman, C. K. & Rider, E. A. (2009). *Human Development Across the Life Span*. International Edition
- ▶ Lois Hoffman, L., Paris, S. & Hall, E. (1997). *Psicología del desarrollo hoy*. New York: Mc Graw Hill.
- ▶ Erikson, E. H. (2000). *El ciclo vital completado*. Barcelona: Paidós
- ▶ Shaffer, D. R. & Kipp, K. (2014). *Developmental Psychology: Childhood and Adolescence*, International Edition (also in Spanish).

- ▶ Berger, K. S. & Thompson, R. A. (2001). *Psicología del desarrollo: Adulter y vejez*. New York: Worth Publishers.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.